



Indiana's Academic Standards for Visual Art

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Introduction

Standards: What are they and why are they necessary?

Standards are statements that define *what students should know and be able to do* upon completion of specific levels of instruction. Standards serve as a gauge for excellence and are differentiated from minimum competencies or outcomes because they describe the challenging goals aspired to for expanding and improving fine arts education in the United States.

The 2008 revision of the 2000 Indiana Academic Standards for Visual Art is in accordance with the Indiana General Assembly's direction to develop standards that are "world-class, clear, concise, jargon-free, and by grade-level."

National Standards, Indiana's Standards, and the National Assessment for Educational Progress

Indiana's Academic Standards align closely with the national standards for visual arts education and with the processes of creating, and responding to art defined in the National Assessment for Educational Progress (NAEP).

- Indiana's eight visual art content standards in the 2008 revision are derived from the fourteen standards that comprised the original document approved in 2000. This was a process of merging and refining while retaining the content.
- The first two standards examine students' response to art through the lens of history and culture and recognition of the chronological development of art movements and related significant works.
- Students respond to art in standards three, four, and five through the growth of visual literacy as they learn to analyze, interpret, and make informed judgments about works of art, ultimately considering the aesthetic experience and significance of art.
- Standards six and seven deal with creating art through developing a range of subject matter and honing skills of critique, reflection, and revision in works created. Students apply the elements and principles of design through a variety of media and processes.
- Standard eight is a culmination of the combined proficiencies of creating and responding to art and understanding the integrative nature of art and its role as a critical element in learning across all curricular areas.
- The numbered indicators following the content standards provide definitive guidelines for achievement at each grade level, with the recognition that visual arts experiences and opportunities in various school settings may differ.

Art as a Core Academic Subject

Art is a core academic subject and its study is essential to a complete and well-rounded education. The visual arts provide students the means to think, feel, and understand the world in ways unique and distinct from other disciplines. Visual literacy developed through creating and responding to art enhances the ability to think critically, solve problems creatively, and communicate effectively.

A quality visual arts curriculum enables students to:

- Explore and understand art in historical, cultural, and social contexts
- Describe, analyze, and interpret artwork
- Theorize about art and make informed judgments
- Explore the nature, meaning, and significance of art and aesthetic issues and experience
- Communicate and explore big ideas, subjects, and themes through the creation of art
- Understand the visual arts in relation to other disciplines, their integrative nature, and their value as a critical component of learning in all subject areas

RESPONDING TO ART: History and Culture

Standard 1

Understand art in relation to history and past and contemporary culture

Students identify images and subjects in artwork and discuss the function of works, including their role as a visual record of humankind. They discover the role of artists and art in their community.

- K.1.1 Explore art as a visual record of human ideas.
- K.1.2 Speculate on the function of a work of art.
- K.1.3 Identify simple images and subject matter in works of art.
- K.1.4 Identify what an artist does and find examples of artists' work in the community.
- K.1.5 Discuss and identify how and where art is used in everyday life such as home, school, or community.
- K.1.6 Visit local museums and exhibits, and experience visiting artists in the schools.

Standard 2

Recognize significant works of art and the chronological development of art movements and historical periods

Students identify representational and nonobjective works of art and discover that specific artists' works have particular stylistic characteristics.

- K.2.1 Recognize that art from one artist has a similar look or style.
- K.2.2 Identify representational and nonobjective works of art.

VISUAL LITERACY: Criticism and Aesthetics

Standard 3

Describe, analyze, and interpret works of art and artifacts

Students use appropriate vocabulary to identify and describe properties in artwork, and they construct possible meanings.

- K.3.1 Identify and describe sensory, formal, technical, and expressive properties in works of art using appropriate vocabulary.
- K.3.2 Construct possible meanings in works of art based on personal response and properties in the works.

Standard 4

Theorize about art and make informed judgments

Students distinguish between representational and nonobjective works of art and express personal preferences in works.

- K.4.1 Distinguish between representational and nonobjective works of art, recognizing the identifying characteristics of both.
- K.4.2 Respond to art based on personal preference.

Standard 5

Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

Students demonstrate curiosity and insight concerning works of art and distinguish between human-made art objects and those from nature.

- K.5.1 Demonstrate curiosity and personal insight through observing and discussing works of art.
- K.5.2 Identify art as objects made by humans and distinguish between human-made objects and those from nature.

CREATING ART: Studio Production

Standard 6

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students create artwork using subject matter from the real world and personal symbols to express ideas. They demonstrate thoughtfulness, care, and respect in their art, sharing work with others.

- K.6.1 Use objects or animals from the real world as subject matter for artwork.
- K.6.2 Create art that expresses personal ideas, interests, and feelings.

- K.6.3 Use personal symbols to express ideas.
- K.6.4 Demonstrate thoughtfulness and care in creating artwork.
- K.6.5 Reflect on and share work with others.
- K.6.6 Respect personal work and the work of others.

Standard 7

Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

Students begin to recognize and apply the elements and principles and discriminate various lines, shapes, textures, and colors. They identify two and three-dimensional works of art and utilize appropriate media and processes in both types of artwork, demonstrating safe and proper use of materials.

- K.7.1 Begin to recognize and use elements (such as line, shape, texture, and color) and principles (such as repetition) in artwork.
- K.7.2 Discriminate between types of lines (characteristics), shapes (geometric), textures (tactile), and colors (primary/secondary hues) in own work and the work of others.
- K.7.3 Distinguish between two-dimensional and three-dimensional works of art.
- K.7.4 Identify and use a balance of two-dimensional and three-dimensional media and processes to express ideas, experiences, and stories.

The following recommended media and processes are appropriate for a grade band of Kindergarten through Grade 2:

DRAWING:

Media: pencils, markers, chalks, crayons, oil pastels

Processes: contour line, rendering, sketching

PAINTING:

Media: tempera, finger-paint, watercolor crayons, watercolor; variety of brushes and paint applicators

Processes: brush techniques, wet-on-wet, wet-on-dry, sponge, wash, resist

PRINTMAKING:

Media: found objects, printing ink, polystyrene foam, stencil

Processes: stamping, monoprint, rubbings, stenciling, relief

CERAMICS:

Media: modeling clay, clay substitutes, pottery clay, glazes, stains, paint

Processes: pinch and pulled forms, slab, imprinted decoration, coil, surface decoration techniques

SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, cardboard, wood, paper, foil, found objects, beads, wire, polystyrene foam

Processes: additive, subtractive, modeling, constructing, carving

FIBERS:

Media: cloth, yarn, ribbon, found objects

Processes: pulling threads, weaving, stitchery, tying, and wrapping techniques

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper

Processes: collage, bas-relief

OTHER MEDIA:

Media: computer, interactive open source or commercial computer programs, photography, film

Processes: computer processes such as draw, paint, save, edit, and print

K.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

INTEGRATED STUDIES

Standard 8

Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

Students recognize products and processes of visual art and other disciplines, and they create artwork using content and sign systems from other subject areas.

K.8.1 Recognize products and processes of the visual arts and other disciplines.

K.8.2 Create a work of art using subject matter, concepts, or sign systems, such as words or numbers, of another discipline.

RESPONDING TO ART: History and Culture

Standard 1

Understand art in relation to history and past and contemporary culture

Students identify art and its subject matter as a reflection of cultures and recognize its association with special events. They discuss their own art experiences and the role of local artists and institutions.

- 1.1.1 Explore ways that art reflects a culture.
- 1.1.2 Identify works of art and artifacts associated with customs, festivals, and celebrations.
- 1.1.3 Identify similar themes and subject matter in works of art and artifacts from various cultures and ethnicities.
- 1.1.4 Verbalize what an artist does from personal contact with visiting artists or artists from the community.
- 1.1.5 Discuss individual art experiences in daily life.
- 1.1.6 Visit local museums and exhibits, and experience visiting artists in the school.

Standard 2

Recognize significant works of art and the chronological development of art movements and historical periods

Students identify representational and nonobjective works of art, discover that specific artists' works have particular style characteristics, and identify common subjects in art from various cultures.

- 1.2.1 Recognize that art from one artist has a similar look or style.
- 1.2.2 Identify representational and nonobjective works of art.
- 1.2.3 Identify similar themes and subject matter in works of art and artifacts from various cultures.

VISUAL LITERACY: Criticism and Aesthetics

Standard 3

Describe, analyze, and interpret works of art and artifacts

Students use appropriate vocabulary to describe properties in artwork. They construct possible meanings and support their opinions.

- 1.3.1 Describe sensory, formal, technical, and expressive properties in works of art using appropriate vocabulary.
- 1.3.2 Construct possible meanings in works of art and support opinions with personal response, properties found in the work, and background information.

Standard 4

Theorize about art and make informed judgments

Students identify imitationalism in artwork and respond to works based on personal preference, recognizing differing preferences of others.

- 1.4.1 Identify artwork made from the philosophy that art is at its best when it shows us the real world (imitationalism).
- 1.4.2 Respond to art based on personal preference and actively listen to others, recognizing that people have different preferences.

Standard 5

Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

Students demonstrate curiosity and insight concerning works of art and identify works as human creations for visual pleasure or communication.

- 1.5.1 Demonstrate curiosity and personal insight through observing and discussing works of art.
- 1.5.2 Discuss art as creations of humans for the purpose of visual pleasure or communication.

CREATING ART: Studio Production

Standard 6

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students create artwork based on family and personal experiences, demonstrating perceptual skills and using symbols to express ideas. They demonstrate thoughtfulness, care, and respect in their art, sharing work with others.

- 1.6.1 Demonstrate skills of perception in production of artwork.
- 1.6.2 Create artwork about self, family, and personal experiences.
- 1.6.3 Identify and use symbols to express ideas.
- 1.6.4 Demonstrate thoughtfulness and care in creating artwork.
- 1.6.5 Reflect on and share work with others.
- 1.6.6 Respect personal work and the work of others.

Standard 7

Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

Students apply the elements and principles and discriminate various lines, shapes, textures, colors, and space. They identify two and three-dimensional works of art, visual characteristics of media, and utilize appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- 1.7.1 Identify and apply elements (line, shape, texture, color, and space) and principles (repetition and variety) in artwork.
- 1.7.2 Discriminate between types of lines (characteristics and qualities), shapes (geometric and organic), colors (primary and secondary), textures (tactile and visual), and space (placement/overlapping/composition), in own work and the works of others.
- 1.7.3 Distinguish between two-dimensional and three-dimensional works of art.
- 1.7.4 Identify visual and tactile characteristics of a medium.
- 1.7.5 Identify and use a balance of two-dimensional and three-dimensional media and processes to express ideas, experiences, and stories.

The following recommended media and processes are appropriate for a grade band of Kindergarten through Grade 2:

DRAWING:

Media: pencils, markers, chalks, crayons, oil pastels

Processes: contour line, rendering, sketching

PAINTING:

Media: tempera, finger-paint, watercolor crayons, watercolor; variety of brushes and paint applicators

Processes: brush techniques, wet-on-wet, wet-on-dry, sponge, wash, resist

PRINTMAKING:

Media: found objects, printing ink, polystyrene foam, stencil

Processes: stamping, monoprint, rubbings, stenciling, relief

CERAMICS:

Media: modeling clay, clay substitutes, pottery clay, glazes, stains, paint

Processes: pinch and pulled forms, slab, imprinted decoration, coil, surface decoration techniques

SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, cardboard, wood, paper, foil, found objects, beads, wire, polystyrene foam

Processes: additive, subtractive, modeling, constructing, carving

FIBERS:

Media: cloth, yarn, ribbon, found objects

Processes: pulling threads, weaving, stitchery, tying, and wrapping techniques

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper

Processes: collage, bas-relief

OTHER MEDIA:

Media: computer, interactive open source or commercial computer programs, photography, film

Processes: computer processes such as draw, paint, save, edit, and print

- 1.7.6 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

INTEGRATED STUDIES

Standard 8

Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

Students distinguish products and processes of visual art and other disciplines, and they create artwork using content and sign systems from other subject areas.

- 1.8.1 Identify the uniqueness of products and processes of visual art and other disciplines.
- 1.8.2 Create a work of art utilizing concepts, subject matter, or the sign systems, such as words or numbers, of another discipline.
- 1.8.3 Identify similarities and connections between concepts and subject matter of visual art and other art forms (dance, theatre, or music).
- 1.8.4 Create an integrated work utilizing concepts, subject matter, and sign systems of art and another art form, such as a performance using masks and movement.

RESPONDING TO ART: History and Culture

Standard 1

Understand art in relation to history and past and contemporary culture

Students discover connections between artwork and the cultures of origin, comparing subjects in artwork and its function in various cultures. They consider their own art experiences and explore art and related work of individuals in the community, museums, and galleries.

- 2.1.1 Identify connections between works of art and artifacts and their culture of origin.
- 2.1.2 Identify works of art and artifacts used in celebrations, festivals, and customs from selected cultures within the community and describe their function.
- 2.1.3 Identify similar subject matter in works of art from various cultures, ethnicities, and historical periods.
- 2.1.4 Identify the roles of artists, docents, technology experts, and guards at museums and galleries.
- 2.1.5 Identify individual art experiences and how these affect daily life.
- 2.1.6 Visit local museums and exhibits, and experience visiting artists in the school.

Standard 2

Recognize significant works of art and the chronological development of art movements and historical periods

Students identify abstract works of art, works of selected artists, and common subjects and themes in art from various cultures.

- 2.2.1 Identify the artists of selected works of art.
- 2.2.2 Identify abstract works of art.
- 2.2.3 Identify common themes and subject matter in works of art and artifacts from various cultures.

VISUAL LITERACY: Criticism and Aesthetics

Standard 3

Describe, analyze, and interpret works of art and artifacts

Students use appropriate vocabulary to compare works of art and describe properties in works, constructing meaning and supporting their opinions.

- 2.3.1 Compare two works of similar subject matter and describe sensory, formal, technical, and expressive properties using appropriate vocabulary.
- 2.3.2 Construct meaning in works of art and support opinions with personal response, properties found in the work, shared peer perspectives, and background information.

Standard 4

Theorize about art and make informed judgments

Students identify formalism in artwork and respond to works based on personal preference, recognizing differing preferences of others.

- 2.4.1 Identify works of art made from the philosophy that art is best when it shows the organization of elements (formalism).
- 2.4.2 Respond to art based on personal preference and actively listen to others, recognizing that people have different preferences.

Standard 5

Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

Students engage in critical inquiry into works of art and consider questions about the nature of art.

- 2.5.1 Engage in critical inquiry into works of art through discussion and actively listen to alternative peer responses.
- 2.5.2 Identify and discuss major questions about the nature of art such as: Is all art beautiful? What is beauty? Can art be machine-made? Does art always reflect feelings or mood?

CREATING ART: Studio Production

Standard 6

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students create artwork based on family and personal experiences, demonstrating perceptual skills and using symbols to communicate meaning. Work reveals reflection and care, application of self-assessment criteria, and mutual respect.

- 2.6.1 Demonstrate refined perceptual skills in the production of artwork.
- 2.6.2 Create artwork about self, family, and personal experiences.
- 2.6.3 Create and use symbols in personal artwork to communicate meaning.
- 2.6.4 Demonstrate evidence of reflection and care in creating artwork.
- 2.6.5 Identify and apply criteria for self-assessment of studio work such as craftsmanship, control of media, and communication of ideas.
- 2.6.6 Demonstrate respect for personal work and the work of others.

Standard 7

Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

Students apply the elements and principles and discriminate various lines, shapes, forms, textures, colors, and space. They identify two and three-dimensional works of art, visual characteristics of media, and utilize appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- 2.7.1 Identify and apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion) in artwork.
- 2.7.2 Discriminate between types of lines (characteristics and qualities), shapes (geometric and organic), textures (tactile and visual), colors (primary and secondary), and space (placement/overlapping/negative/positive/size), in own work and the works of others.
- 2.7.3 Identify visual and tactile characteristics of a medium.
- 2.7.4 Identify and use a balance of two-dimensional and three-dimensional media, techniques, and processes to effectively communicate ideas, experiences, and stories.

The following recommended media and processes are appropriate for a grade band of Kindergarten through Grade 2:

DRAWING:

Media: pencils, markers, chalks, crayons, oil pastels

Processes: contour line, rendering, sketching

PAINTING:

Media: tempera, finger-paint, watercolor crayons, watercolor; variety of brushes and paint applicators

Processes: brush techniques, wet-on-wet, wet-on-dry, sponge, wash, resist

PRINTMAKING:

Media: found objects, printing ink, polystyrene foam, stencil

Processes: stamping, monoprint, rubbings, stenciling, relief

CERAMICS:

Media: modeling clay, clay substitutes, pottery clay, glazes, stains, paint

Processes: pinch and pulled forms, slab, imprinted decoration, coil, surface decoration techniques

SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, cardboard, wood, paper, foil, found objects, beads, wire, polystyrene foam

Processes: additive, subtractive, modeling, constructing, carving

FIBERS:

Media: cloth, yarn, ribbon, found objects

Processes: pulling threads, weaving, stitchery, tying, and wrapping techniques

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper

Processes: collage, bas-relief

OTHER MEDIA:

Media: computer, interactive open source or commercial computer programs, photography, film

Processes: computer processes such as draw, paint, save, edit, and print

2.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

INTEGRATED STUDIES

Standard 8

Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

Students identify connections between visual art and other disciplines, and they create artwork using content and sign systems from other subject areas.

- 2.8.1 Identify similarities and connections between concepts and subject matter found in visual art and other disciplines.
- 2.8.2 Create a work of art utilizing concepts, subject matter, or the sign systems, such as words or numbers, of another discipline.
- 2.8.3 Identify similarities and connections between concepts and subject matter of visual art and other art forms (dance, theatre, or music).
- 2.8.4 Create an integrated work utilizing concepts, subject matter, and sign systems of art and another art form (for example, a short dramatic piece using puppets).

RESPONDING TO ART: History and Culture

Standard 1

Understand art in relation to history and past and contemporary culture

Students discover connections between artwork and the cultures of origin, comparing subjects in artwork and its function in various cultures. They explore art and related work of individuals in the community, museums, and galleries.

- 3.1.1 Identify visual clues in works of art and artifacts that reflect characteristics of a given culture and speculate on where, when, and by whom the work was made.
- 3.1.2 Speculate on the function or purpose of a work of art and make connections to culture.
- 3.1.3 Identify themes and symbols in works of art from various cultures, ethnicities, and historical periods.
- 3.1.4 Identify the roles of artists, docents, guards, technology experts, and curators at museums and galleries.
- 3.1.5 Locate and discuss art present in the local community and beyond such as town monuments, architecture, stained glass, sculpture, murals, and advertisements.
- 3.1.6 Visit local museums, exhibits, art performances, and experience visiting artists in the school.

Standard 2

Recognize significant works of art and the chronological development of art movements and historical periods

Students recognize representational, abstract, and nonobjective artwork and works of various artists. They utilize clues to determine the age of works and artifacts.

- 3.2.1 Recognize works of art from a variety of artists.
- 3.2.2 Identify and distinguish between representational, abstract, and nonobjective works of art.
- 3.2.3 Describe clues found in a work of art or artifact that determine if the work is old or new.

VISUAL LITERACY: Criticism and Aesthetics

Standard 3

Describe, analyze, and interpret works of art and artifacts

Students use appropriate vocabulary to describe and analyze artwork, describing properties in works, constructing meaning, and supporting their opinions.

- 3.3.1 Describe and analyze sensory, formal, technical, and expressive properties in own work and works of artists through discussion and/or writing, developing appropriate vocabulary.
- 3.3.2 Construct meaning in works of art based on personal response, properties found in the work, peer perspectives, and research-based background information.

Standard 4

Theorize about art and make informed judgments

Students identify emotionalism in artwork and respond to works based on personal preference, considering perspectives of members of the art community.

- 3.4.1 Identify artwork made from the artist's philosophy that art is at its best when it evokes strong emotions from viewers (emotionalism).
- 3.4.2 Respond to art based on personal preferences and listen to other perspectives of members of the art community (historians, critics, philosophers, curators).

Standard 5

Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

Students discover personal meaning in works of art, recognizing that others' responses may differ and that various cultures regard beauty and art in different ways.

- 3.5.1 Discover personal meaning in works of art and recognize alternative responses of peers in determining personal significance.
- 3.5.2 Discuss questions about art and recognize that various cultures have different beliefs about beauty and art.

CREATING ART: Studio Production

Standard 6

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students create artwork based on personal ideas and experiences, demonstrating perceptual skills and using various symbols to communicate meaning. Work reveals a process of critique, reflection, and revision, application of self-assessment criteria, and mutual respect.

- 3.6.1 Demonstrate refined perceptual skills in the production of artwork.
- 3.6.2 Create artwork that communicates personal ideas and experiences.
- 3.6.3 Demonstrate ability to successfully generate a variety of symbols, then select and refine a symbol that communicates the idea.
- 3.6.4 Demonstrate evidence of critique, reflection, and revision in creating artwork.
- 3.6.5 Identify and apply criteria for self-assessment of studio work such as craftsmanship, control of media, and communication of ideas.
- 3.6.6 Demonstrate respect for personal work and the work of others.

Standard 7

Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

Students apply the elements and principles and discriminate various lines, shapes, textures, colors, and space. They differentiate media and related visual characteristics and utilize appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- 3.7.1 Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in artwork that effectively communicates ideas.
- 3.7.2 Identify and discriminate between types of lines (characteristics and qualities), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary, complementary), and space (placement/overlapping/negative/positive/size), in own work and the works of others.
- 3.7.3 Identify differences between media and the physical characteristics of each medium.
- 3.7.4 Identify, control, and use a balance of two-dimensional and three-dimensional media, techniques, and processes to effectively communicate ideas, experiences, and stories.

The following recommended media and processes are appropriate for a grade band of Grade 3 through Grade 5:

DRAWING:

Media: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoals

Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling

PAINTING:

Media: tempera, watercolor, watercolor crayons; variety of surfaces, brushes and paint applicators

Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, watercolor techniques of sponging, salting, and masking

PRINTMAKING:

Media: found objects, printing ink, polystyrene foam, stencil, textile ink

Processes: collograph, relief (linoleum cutting), frottage (rubbing), silkscreen, etching

CERAMICS:

Media: modeling clay, pottery clay, clay substitutes, glazes, stains, paint

Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques

SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, wire, foam, sand, balsa

Processes: carving, additive, subtractive, modeling, constructing, casting

FIBERS:

Media: cloth, yarn, ribbon, found objects, paper, reeds, rope

Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper

Processes: collage, bas-relief

OTHER MEDIA:

Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film

Processes: computer processes such as pixel edit, creating color palettes, copy and paste, animation, and integration of other technology media

3.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

INTEGRATED STUDIES

Standard 8

Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

Students compare concepts and ideas in visual art and other disciplines, and they create artwork using content and sign systems from other subject areas.

- 3.8.1 Identify and compare similar concepts or big ideas found in art and across disciplines (such as unity, diversity, and celebration).
- 3.8.2 Create artwork utilizing concepts, subject matter, or the sign systems of other disciplines.
- 3.8.3 Identify and compare similar concepts or principles found in visual art and other art forms.
- 3.8.4 Create an integrated work using concepts, processes, technology, and sign systems of more than one art form.

RESPONDING TO ART: History and Culture

Standard 1

Understand art in relation to history and past and contemporary culture

Students discover relationships between artwork and the cultures of origin, comparing subjects in artwork and its function in various cultures. They explore artwork and artists of Indiana, art-related careers, and community museums and galleries.

- 4.1.1 Identify the relationship between a work of art and the geography and characteristics of the culture; identifying where, when, and by whom the work was made (focus: Indiana history).
- 4.1.2 Identify and research the function of a work of art or artifact and make connections to the culture (focus: Indiana, including the diversity of past and contemporary cultures and ethnicities).
- 4.1.3 Identify symbols or icons in works of art (focus: Indiana).
- 4.1.4 Identify the roles of artists and other art-related careers in the community.
- 4.1.5 Locate and discuss art in the local community and throughout Indiana such as town monuments, architecture, sculpture, public art, functional art, and advertisements.
- 4.1.6 Analyze and respond to art at local museums, exhibits, arts performances, and work of visiting artists in the school.

Standard 2

Recognize significant works of art and the chronological development of art movements and historical periods

Students recognize works from various cultures and artistic styles and distinguish between contemporary and historical works.

- 4.2.1 Recognize characteristics of selected works from artists of various cultures.
- 4.2.2 Identify and describe artistic styles.
- 4.2.3 Distinguish between contemporary and historical works of art and identify characteristics of both.

VISUAL LITERACY: Criticism and Aesthetics

Standard 3

Describe, analyze, and interpret works of art and artifacts

Students describe and analyze properties in works of art, using appropriate vocabulary. They construct meaning from works and develop well-supported interpretations.

- 4.3.1 Describe and analyze sensory, formal, technical, and expressive properties in own work and works of artists through discussion and/or writing, developing appropriate vocabulary.
- 4.3.2 Construct meaning and develop well-supported interpretations in works of art based on personal response, properties found in the work, peer perspectives, and research-based background information.

Standard 4

Theorize about art and make informed judgments

Students distinguish theories of imitationalism, formalism, and emotionalism in works of art. They apply given criteria to compare personal preferences to those of art critics and make informed judgments based on historical contexts.

- 4.4.1 Understand that artists have different philosophies or theories when creating art and discriminate between works created from different theories (imitationalism, formalism, and emotionalism).
- 4.4.2 Compare personal preferences with criteria used by art critics in making informed judgments and determining significance of a work of art.
- 4.4.3 Apply criteria based on properties found in the work and research of its historical context to make informed judgments.

Standard 5

Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

Students discover personal meaning in works of art, recognizing that others' responses may differ. They discuss the nature of art and express personal viewpoints.

- 4.5.1 Discover personal meaning in works of art and recognize alternative responses of peers in determining personal significance and forming convincing interpretations.
- 4.5.2 Engage in discussions questioning the nature of art, and express and defend personal viewpoints.

CREATING ART: Studio Production

Standard 6

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students create artwork based on personal ideas, experiences, and emotions, demonstrating perceptual skills and using various symbols and subjects to communicate meaning. Work reveals a process of critique, reflection, and revision, application of self-assessment and peer critiques, and mutual respect.

- 4.6.1 Demonstrate refined perceptual skills in the production of personal artwork.
- 4.6.2 Create artwork that communicates personal ideas, experiences, or emotions.
- 4.6.3 Identify and use a variety of symbols and subject matter that clearly communicate ideas.
- 4.6.4 Demonstrate evidence of critique, reflection, and revision in creating artwork.
- 4.6.5 Identify and apply criteria for self-assessment and peer critiques.
- 4.6.6 Demonstrate respect for personal work and the work of others.

Standard 7

Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

Students apply the elements and principles and distinguish varied lines, shapes, textures, colors, space, and the use of balance, proportion, rhythm, variety, repetition, and movement in works of art. They differentiate media and related visual characteristics and utilize appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- 4.7.1 Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in work that effectively communicates ideas.
- 4.7.2 Identify and discriminate between types of lines (characteristics, quality), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary, complementary, tints, and shades), space (placement, perspective, overlap, negative, positive, size), balance (symmetrical, asymmetrical, radial), and the use of proportion, rhythm, variety, repetition, and movement in own work and the works of others.
- 4.7.3 Identify differences between media and the physical characteristics of each medium.
- 4.7.4 Identify, control, and use a balance of two-dimensional and three-dimensional media, techniques, and processes to effectively communicate ideas, themes, experiences, and stories.

The following recommended media and processes are appropriate for a grade band of Grade 3 through Grade 5:

DRAWING::

Media: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoals

Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling

PAINTING:

Media: tempera, watercolor, watercolor crayons; variety of surfaces, brushes and paint applicators

Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, watercolor techniques of sponging, salting, and masking

PRINTMAKING:

Media: found objects, printing ink, polystyrene foam, stencil, textile ink

Processes: collograph, relief (linoleum cutting), frottage (rubbing), silkscreen, etching

CERAMICS:

Media: modeling clay, pottery clay, clay substitutes, glazes, stains, paint

Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques

SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, wire, foam, sand, balsa

Processes: carving, additive, subtractive, modeling, constructing, casting

FIBERS:

Media: cloth, yarn, ribbon, found objects, paper, reeds, rope

Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper

Processes: collage, bas-relief

OTHER MEDIA:

Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film

Processes: computer processes such as pixel edit, creating color palettes, copy and paste, animation, and integration of other technology media

4.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

INTEGRATED STUDIES

Standard 8

Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

Students identify characteristics of concepts, ideas, processes, and products of visual art and other art forms and disciplines. They create artwork and interdisciplinary projects integrating processes, technology, and sign systems from various subject areas.

- 4.8.1 Identify characteristics of a big idea, historical period, or event as found within different disciplines.
- 4.8.2 Create artwork incorporating concepts, subject matter, or the sign systems of other disciplines that communicates in-depth knowledge gained through integrated study.
- 4.8.3 Compare and contrast products and subject matter of visual art and other art forms.
- 4.8.4 Create an interdisciplinary work integrating concepts, processes, technology, and sign systems of more than one art form.

RESPONDING TO ART: History and Culture

Standard 1

Understand art in relation to history and past and contemporary culture

Students discover relationships between artwork and the cultures of origin, comparing works that have similar functions and exploring universal themes and ideas. They identify community support for the arts and explore related careers and venues.

- 5.1.1 Identify the relationship between a work of art and the geography and characteristics of the culture and identify where, when, why, and by whom the work was made (focus: North America, including the diversity of past and contemporary cultures and ethnicities).
- 5.1.2 Identify and compare works of art and artifacts with similar functions.
- 5.1.3 Identify themes and symbols used in works of art and artifacts throughout history that portray shared human experiences.
- 5.1.4 Identify the roles of artists and responsibilities of various art-related careers in the community.
- 5.1.5 Identify connections between art in the community and that experienced in daily life.
- 5.1.6 Identify uses of imagery in visual culture found in, but not limited to, advertisements, graphic novels, the Internet, video, and video games.
- 5.1.7 Analyze and respond to art at local museums, exhibitions, performances, and work of visiting artists in the school.
- 5.1.8 Identify ways in which the arts are supported in the community.

Standard 2

Recognize significant works of art and the chronological development of art movements and historical periods

Students recognize artists and works of various cultures, styles, and periods. They identify characteristics of specific artists and art movements and develop a time line of Western artwork.

- 5.2.1 Identify and be familiar with a range of selected works, identifying artists of various cultures, styles, and periods.
- 5.2.2 Identify distinguishing characteristics of style in individual artists' work and art movements.
- 5.2.3 Begin to identify works of art and artifacts from major periods or movements of Western art and place on a chronological timeline.

VISUAL LITERACY: Criticism and Aesthetics

Standard 3

Describe, analyze, and interpret works of art and artifacts

Students utilize properties in works of art to explore “critical stance.” They share peer perspectives in constructing meaning and developing well-supported interpretations.

- 5.3.1 Explore the concept of “critical stance” using sensory, formal, technical, and expressive properties in artists’ work through discussion, utilizing appropriate vocabulary.
- 5.3.2 Construct meaning and develop well-supported interpretations in works utilizing dialogue and shared peer perspectives, properties found in the work, and research-based background information.

Standard 4

Theorize about art and make informed judgments

Students identify instrumentalism in artwork. They apply criteria of others as well as their own in determining excellence in works and consider historical context when making informed judgments.

- 5.4.1 Identify artwork made from the artist’s philosophy that art is at its best when it is functional, ritually motivated, or moves people to act for the betterment of society (instrumentalism).
- 5.4.2 Understand that personal preference is only one of many criteria used in determining excellence in works of art and identify criteria for judgment used by peers, teachers, and members of the art community.
- 5.4.3 Apply criteria based on properties found in the work and research of its historical context to make informed judgments.

Standard 5

Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

Students view and revisit works of art in defining personal meaning and forming interpretations. They identify problems or puzzles in works and hypothesize solutions, and they consider diverse aesthetic points of view in determining their own.

- 5.5.1 Consider personal meaning in a work of art by observing and revisiting the work, and contemplate alternative responses of peers to determine personal significance and form a convincing interpretation.

- 5.5.2 Identify problems or puzzles in a work of art or aesthetic issue, construct a hypothesis, and evaluate alternative hypotheses.
- 5.5.3 Identify and analyze a variety of well reasoned points of view on aesthetic issues (censorship, plagiarism, definition of art) and develop a personal point of view.

CREATING ART: Studio Production

Standard 6

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students create artwork demonstrating refined perceptual skills and based on new interests, experiences, and current events. They utilize ideas from other works in creating symbols, metaphors, and subject matter. Work reveals a process of critique, reflection, and revision, application of self-assessment and peer critiques, and mutual respect.

- 5.6.1 Demonstrate refined perceptual skills through convincing representation of objects and subject matter from life.
- 5.6.2 Utilize new interests, current events, or personal experiences as subject matter in artwork.
- 5.6.3 Create symbols, metaphors, and subject matter for artwork and utilize ideas from other works.
- 5.6.4 Demonstrate evidence of critique, reflection, and revision in creating artwork.
- 5.6.5 Identify and apply criteria for self-assessment and peer critiques.
- 5.6.6 Demonstrate respect for personal work and the work of others.

Standard 7

Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

Students apply the elements and principles and distinguish varied lines, shapes, textures, colors, space, and the use of balance, proportion, rhythm, variety, repetition, and movement in works of art. They selectively apply differentiated visual characteristics of media and utilize appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- 5.7.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates ideas.
- 5.7.2 Identify and discriminate between types of lines (characteristics, quality), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), space (background, middle ground, foreground,

placement, perspective, overlap, negative, converging lines, positive, size, color), balance (symmetrical, asymmetrical, radial), and the use of proportion, rhythm, variety, repetition, and movement in own work and the works of others.

- 5.7.3 Discriminate between physical characteristics of a variety of media and selectively apply them in artwork.
- 5.7.4 Identify, control, and use a balance of two-dimensional and three-dimensional media, techniques, and processes to effectively communicate ideas, themes, experiences, and stories.

The following recommended media and processes are appropriate for a grade band of Grade 3 through Grade 5:

DRAWING::

Media: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoals

Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling

PAINTING:

Media: tempera, watercolor, watercolor crayons; variety of surfaces, brushes and paint applicators

Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, watercolor techniques of sponging, salting, and masking

PRINTMAKING:

Media: found objects, printing ink, polystyrene foam, stencil, textile ink

Processes: collograph, relief (linoleum cutting), frottage (rubbing), silkscreen, etching

CERAMICS:

Media: modeling clay, pottery clay, clay substitutes, glazes, stains, paint

Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques

SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, wire, foam, sand, balsa

Processes: carving, additive, subtractive, modeling, constructing, casting

FIBERS:

Media: cloth, yarn, ribbon, found objects, paper, reeds, rope

Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper

Processes: collage, bas-relief

OTHER MEDIA:

Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film

Processes: computer processes such as pixel edit, creating color palettes, copy and paste, animation, and integration of other technology media

- 5.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

INTEGRATED STUDIES

Standard 8

Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

Students compare communication of ideas and concepts in the arts and other disciplines. They create artwork, interdisciplinary projects, and performances integrating processes, technology, and sign systems from various subject areas and reflect on aesthetic outcomes and experiences.

- 5.8.1 Compare the ways big ideas and concepts are communicated through the perspectives of visual arts and other disciplines.
- 5.8.2 Create artwork incorporating concepts, subject matter, technology, or the sign systems of other disciplines that communicates in-depth knowledge gained through integrated study.
- 5.8.3 Use multiple art forms to create cross-disciplinary works or performances, defining and reflecting on the aesthetic experience and promoting aesthetic inquiry.

RESPONDING TO ART: History and Culture

Standard 1

Understand art in relation to history and past and contemporary culture

Students analyze relationships between artwork and the cultures of origin, including icons in contemporary works and uses of imagery in visual culture. They identify local art-related careers and support for arts providers, utilizing community art resources and evaluating their effect on daily life.

- 6.1.1 Identify and analyze the relationship between a work of art and the history, geography, and technology of the culture, and identify where, when, why, and by whom the work was made (focus: Europe and the Americas, including the diversity of past and contemporary cultures and ethnicities).
- 6.1.2 Identify how the roles and relationships of artists and patrons have affected the creation of works of art.
- 6.1.3 Identify icons in contemporary works and analyze how they reflect the culture.
- 6.1.4 Identify uses of imagery in visual culture found in, but not limited to, advertisements, graphic novels, the Internet, video, and video games.
- 6.1.5 Identify the roles of artists and skills of various art-related careers in the community.
- 6.1.6 Analyze how galleries, museums, movie theaters, digital resources, and arts-related establishments in the community affect daily life.
- 6.1.7 Analyze and critique art seen at local museums, exhibits, arts performances, and by visiting artists in the schools.
- 6.1.8 Identify ways in which the arts are supported in the community and state.

Standard 2

Recognize significant works of art and the chronological development of art movements and historical periods

Students experience works of Western art, identifying artists, cultures, styles, and placement on a timeline. They distinguish styles of individual artists and art movements.

- 6.2.1 Identify and be familiar with works from major periods of Western art, identifying artist, culture, style, and aspects from the historical context of the work.

- 6.2.2 Identify distinguishing characteristics of style in individual artists' work and art movements.
- 6.2.3 Identify and chronologically compare works of Western art and artifacts from major periods or movements.

VISUAL LITERACY: Criticism and Aesthetics

Standard 3

Describe, analyze, and interpret works of art and artifacts

Students apply properties in works of art to adopt and defend a critical stance. They share peer perspectives in constructing meaning and developing well-supported interpretations.

- 6.3.1 Adopt and defend a critical stance on artists' use of sensory, formal, technical, and expressive properties through discussion and/or writing, utilizing appropriate vocabulary.
- 6.3.2 Construct meaning and develop well-supported interpretations in works utilizing dialogue and shared peer perspectives, properties found in the work, and research-based background information.

Standard 4

Theorize about art and make informed judgments

Students identify institutionalism in artwork. They reflect on sources of personal preference and form persuasive arguments based on properties found in works and their historical context.

- 6.4.1 Identify unconventional works that can be identified as art only by the fact that they are in a museum or gallery (institutionalism).
- 6.4.2 Reflect upon the sources of personal preference such as home, peers, and pop culture through journaling and discussion.
- 6.4.3 Apply criteria based on properties found in a work and research of its historical context to form persuasive arguments.

Standard 5

Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

Students consider the role of aesthetic experience and its personal significance. They identify problems or puzzles in works and hypothesize solutions, and they consider and discuss diverse aesthetic issues.

- 6.5.1 Discuss the role of aesthetic experience in life and reflect on its personal significance.

- 6.5.2. Identify problems or puzzles in a work of art or aesthetic issue, construct a well-reasoned hypothesis, and evaluate the adequacy of alternative hypotheses.
- 6.5.3 Analyze the nature of art through logical reasoning skills and debate on issues such as beauty, censorship, and definitions of art.

CREATING ART: Studio Production

Standard 6

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students create artwork demonstrating refined perceptual skills and expanded subject matter, media, and techniques. They evidence judicious selection of symbols, metaphors, and subject matter. Work reveals a process of critique, reflection, and revision, application of self-assessment and peer critiques, and mutual respect.

- 6.6.1 Demonstrate refined perceptual skills through convincing representation of objects and subject matter from life.
- 6.6.2 Demonstrate the ability to utilize personal interests, current events, media, or techniques as sources for expanding artwork.
- 6.6.3 Discriminate and select from a variety of symbols, metaphors, subject matter, and ideas to clearly communicate through artwork.
- 6.6.4 Demonstrate evidence of critique, reflection, and revision in creating artwork.
- 6.6.5 Identify and apply criteria for self-assessment and peer critiques.
- 6.6.6 Demonstrate respect for personal work and the work of others.

Standard 7

Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

Students apply the elements and principles and distinguish varied lines, shapes, textures, colors, and space, and the use of balance, proportion, rhythm, variety, repetition, and movement in works of art. They utilize visual characteristics of given media and employ appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- 6.7.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates ideas.

- 6.7.2 Identify and discriminate between types of lines (characteristics, quality), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), and space (background, middle ground, foreground, placement, perspective, overlap, negative, converging lines, positive, size, color), and the use of balance (symmetrical, asymmetrical, radial), and the use of proportion, rhythm, variety, repetition, and movement in own work and the works of others.
- 6.7.3 Utilize the physical characteristics and expressive features of a given medium to enhance meaning in artwork.
- 6.7.4 Demonstrate appropriate use of various media, techniques, and processes to communicate themes and ideas in artwork.

The following recommended media and processes are appropriate for a grade band of Grade 6 through Grade 8:

DRAWING:

Media: pencils, colored pencils, markers, ink, chalks, crayons, oil pastels, charcoals, pastels, conte-crayon

Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling, one and two-point perspective

PAINTING:

Media: tempera, watercolor, water-soluble oils, watercolor crayons; variety of surfaces, brushes and paint applicators

Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, dry brush, watercolor techniques of sponging, salting, and masking

PRINTMAKING:

Media: found objects, printing ink, polystyrene foam, stencil, textile ink

Processes: calligraphic, collograph, silkscreen, etching, embossing, relief (linocuts)

CERAMICS:

Media: modeling clay, pottery clay, clay substitutes, glazes, stains, paint

Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques, incising, sgraffito, wax resist, hand hewn

SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, sand, balsa, wire, foam, copper, foam core

Processes: carving, additive, subtractive, modeling, constructing, casting, enameling

FIBERS:

Media: cloth, yarn, batik wax and dyes, ribbon, found objects, paper, reeds, rope

Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry, tie-dye, trapunto, batik

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper

Processes: collage, bas-relief

OTHER MEDIA:

Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film

Processes: computer processes in various open source and commercial programs

- 6.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

INTEGRATED STUDIES

Standard 8

Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

Students compare communication of ideas and concepts in the arts and other disciplines. They cultivate opportunities for aesthetic experience through creation of artwork, cross-disciplinary projects, and performances demonstrating in-depth knowledge and integration of processes, technology, and sign systems from various subject areas.

- 6.8.1 Compare the ways big ideas and concepts are communicated through the perspectives of visual arts and other disciplines.
- 6.8.2 Create artwork integrating concepts, subject matter, technology, or the sign systems of multiple disciplines that communicates in-depth knowledge gained through integrated study.
- 6.8.3 Use multiple art forms to create cross-disciplinary works or performances that communicate meaning and promote aesthetic inquiry.

RESPONDING TO ART: History and Culture

Standard 1

Understand art in relation to history and past and contemporary culture

Students analyze relationships between artwork and the cultures of origin, comparing icons, themes, and ideas representative of various cultures. They explore art-related careers and ways to support the arts, utilizing resources of museums and galleries and identifying the impact of the arts on society.

- 7.1.1 Identify where, when, why, and by whom a work was made; and analyze the relationship between a work of art and the history, politics, and technology of the culture (focus: Asia, Africa, and the South Pacific).
- 7.1.2 Research and compare works of art to identify similarities and differences in function or purpose.
- 7.1.3 Identify, compare, and contrast themes, icons, and ideas that represent various cultural groups.
- 7.1.4 Research the roles of artists and skills needed for various art-related careers in the community.
- 7.1.5 Identify contributions that artists and art-related professionals have made to society.
- 7.1.6 Examine and critique art at local museums, galleries, virtual galleries, performance centers, and exhibitions in the community.
- 7.1.7 Discuss how artists, artwork, and art institutions can impact the economy of communities.
- 7.1.8 Identify ways one can become actively involved in supporting the arts in the community.

Standard 2

Recognize significant works of art and the chronological development of art movements and historical periods

Students experience works of non-Western art, identifying artists, cultures, styles, and historical aspects. They locate Western and non-Western artwork on a timeline to establish chronological perspective and identify beliefs, customs, and technology affecting artists' styles.

- 7.2.1 Identify and be familiar with works from major periods of non-Western art identifying artist, culture, style, and aspects from the historical context.
- 7.2.2 Research and identify how beliefs, customs, and technology affect artists' styles of work.
- 7.2.3 Identify Western and non-Western art and artifacts by locating them on a timeline.

VISUAL LITERACY: Criticism and Aesthetics

Standard 3

Describe, analyze, and interpret works of art and artifacts

Students apply properties in works of art to adopt and defend a critical stance. They share peer perspectives in constructing meaning and developing well-supported interpretations.

- 7.3.1 Adopt and defend a critical stance on artists' use of sensory, formal, technical, and expressive properties through discussion and/or writing, utilizing appropriate vocabulary.
- 7.3.2 Construct meaning and develop well-supported interpretations in works utilizing dialogue and shared peer perspectives, properties found in the work, and research-based background information.

Standard 4

Theorize about art and make informed judgments

Students identify various philosophies in artists' works. They present logical defenses of their personal preferences, form persuasive arguments based on properties and historical context of works, and consider critiques by artists and critics.

- 7.4.1 Understand that artists have different philosophies when creating art, and identify and discriminate between works made from different philosophies.
- 7.4.2 Present logical defense of personal viewpoints or preferences in art.
- 7.4.3 Apply criteria based on properties found in a work and research of its historical context to form persuasive arguments.
- 7.4.4 Read and reflect upon critical writings about art by artists and critics.

Standard 5

Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

Students discuss the role of aesthetic experience and its personal significance. They identify problems or puzzles in works and hypothesize solutions, and they identify conflicting views on the nature of art.

- 7.5.1 Discuss the role of aesthetic experience in life and reflect on its personal significance.
- 7.5.2 Refine personal response to works of art, identify problems or puzzles, and form hypotheses or well-supported viewpoints.

- 7.5.3 Identify conflicting viewpoints in discussions on the nature of art and try to resolve these conflicts through logical reasoning.

CREATING ART: Studio Production

Standard 6

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students create artwork using expanded subject matter, media, techniques, and insightful observation. They evidence judicious selection of symbols, metaphors, subjects, and ideas to communicate personal statements. Students make connections between personal work and that of others in revising and refining artwork, utilize self and peer critique, and demonstrate mutual respect.

- 7.6.1 Create works of art based on sensitive observation from real life and personal experience.
- 7.6.2 Demonstrate ability to utilize personal interests, current events, experiences, imagery, and media as sources for expanding artwork.
- 7.6.3 Discriminate and select from a variety of symbols, metaphors, subject matter, and ideas to clearly communicate personal statements.
- 7.6.4 Revise and refine artwork through reflection, analysis, synthesis, peer critique, and self-evaluation.
- 7.6.5 Identify connections between personal work and similar works of art for the purpose of identifying criteria and revising and refining work.
- 7.6.6 Demonstrate respect for personal work and the work of others.

Standard 7

Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

Students apply the elements and principles and distinguish varied lines, shapes, textures, colors, space, and the use of balance, proportion, rhythm, variety, repetition, and movement in works of art. They utilize visual characteristics of given media and employ appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- 7.7.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates ideas.
- 7.7.2 Identify and discriminate between types of lines (characteristics, quality), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary, warm, cool, complementary,

intermediates, neutrals, tints, tones, shades, and values), and space (background, middle ground, foreground, placement, one and two-point perspective, overlap, negative, converging lines, positive, size, color), and the use of balance (symmetrical, asymmetrical, radial), proportion, rhythm, variety, repetition, and movement in own work and the works of others.

7.7.3 Select and utilize the physical characteristics and expressive features of a given medium to enhance meaning in artwork.

7.7.4 Demonstrate appropriate use of various media, techniques, and processes to communicate themes and ideas in artwork.

The following recommended media and processes are appropriate for a grade band of Grade 6 through Grade 8:

DRAWING:

Media: pencils, colored pencils, markers, ink, chalks, crayons, oil pastels, charcoals, pastels, conte-crayon

Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling, one and two point perspective

PAINTING:

Media: tempera, watercolor, water-soluble oils, watercolor crayons; variety of surfaces, brushes and paint applicators

Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, dry brush, watercolor techniques of sponging, salting, and masking

PRINTMAKING:

Media: found objects, printing ink, polystyrene foam, stencil, textile ink

Processes: calligraphic, collograph, silkscreen, etching, embossing, relief (linocuts)

CERAMICS:

Media: modeling clay, pottery clay, clay substitutes, glazes, stains, paint

Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques, incising, sgraffito, wax resist, hand hewn

SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, sand, balsa, wire, foam, copper, foam core

Processes: carving, additive, subtractive, modeling, constructing, casting, enameling

FIBERS:

Media: cloth, yarn, batik wax and dyes, ribbon, found objects, paper, reeds, rope

Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry, tie-dye, trapunto, batik

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper

Processes: collage, bas-relief

OTHER MEDIA:

Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film

Processes: computer processes in various open source and commercial programs

- 7.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

INTEGRATED STUDIES

Standard 8

Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

Students demonstrate use of higher level cognitive skills and processes in the arts and other disciplines. They cultivate opportunities for aesthetic experience, exploring creative processes and innovation through synthesis of content and concepts in creation of artwork, cross-disciplinary projects, and performances that demonstrate in-depth knowledge and integration of processes, technology, and sign systems from various subject areas.

- 7.8.1 Identify similarities between the use of skills and processes in art (problem solving, critical thinking, perceptual skills) and other subject areas, and describe how integration of disciplines enhances learning.
- 7.8.2 Create artwork integrating concepts, subject matter, technology, or the sign systems of multiple disciplines that communicates in-depth knowledge gained through integrated study.
- 7.8.3 Use multiple art forms to nurture aesthetic experience and create cross-disciplinary works or performances.
- 7.8.4 Explore creative processes and innovation, synthesizing content and concepts of the arts and other disciplines.

RESPONDING TO ART: History and Culture

Standard 1

Understand art in relation to history and past and contemporary culture

Students analyze relationships between artwork and the cultures of origin, examining the changing function of art. They identify artists' use of personal experiences in work and discover connections between art and other life experiences. They explore ways to support the arts and utilize resources within their own community.

- 8.1.1 Identify and analyze where, when, why, and by whom a work was made and the relationship of a work of art to the historical, environmental, technological, and social contexts of the culture in which it was created.
- 8.1.2 Analyze how the function of art in our society has changed over time.
- 8.1.3 Identify ways in which artists from culturally diverse backgrounds have used personal iconography and life experiences in their artwork.
- 8.1.4 Research the skills of art-related careers, educational requirements, and explore potential interests.
- 8.1.5 Analyze ways experiences in the arts connect to other life experiences.
- 8.1.6 Examine and critique art at local museums, galleries, performance centers, or exhibitions in the community.
- 8.1.7 Discuss how artists, artwork, and art institutions can impact local and national economies.
- 8.1.8 Identify ways one can become actively involved in supporting the arts locally and nationally.

Standard 2

Recognize significant works of art and the chronological development of art movements and historical periods

Students compare works of non-Western and Western art, identifying artists, cultures, styles, and historical aspects. They identify stylistic features of particular cultures and relate artworks to corresponding historical time periods and events.

- 8.2.1 Compare a range of works from Western and non-Western cultures identifying culture, style, and other aspects from the historical context of the work.
- 8.2.2 Identify common stylistic features from art of one culture or time period.

- 8.2.3 Understand the relationship of chronology to the development of styles throughout art history and match works to approximate time periods or events in history.

VISUAL LITERACY: Criticism and Aesthetics

Standard 3

Describe, analyze, and interpret works of art and artifacts

Students apply properties in works of art to adopt and defend a critical stance. They share peer perspectives in constructing meaning and developing well-supported interpretations.

- 8.3.1 Adopt and defend a critical stance on artists' use of sensory, formal, technical, and expressive properties through discussion and/or writing, utilizing appropriate vocabulary.
- 8.3.2 Construct meaning and develop well-supported interpretations in works utilizing dialogue and shared peer perspectives, properties found in the work, and research-based background information.

Standard 4

Theorize about art and make informed judgments

Students identify various philosophies in artists' works. They present logical defenses of their personal preferences, form persuasive arguments based on properties and historical context of works, and consider critiques by critics and aestheticians.

- 8.4.1 Understand that artists have different philosophies when creating art, and identify and discriminate between works made from different philosophies.
- 8.4.2 Present logical defense of personal viewpoints or preferences in art.
- 8.4.3 Apply criteria based on properties found in a work and research of its historical context to form persuasive arguments.
- 8.4.4 Identify the role of the aesthetician.
- 8.4.5 Read and reflect upon critical and theoretical writings about art by critics and aestheticians.

Standard 5

Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

Students discuss the role of aesthetic experience and its personal significance. They identify problems or puzzles in works and hypothesize solutions, and they analyze various positions on the nature of art and aesthetic issues.

- 8.5.1 Discuss the role of aesthetic experience in life and reflect on its personal significance.
- 8.5.2 Demonstrate thoughtful reflection, identify problems or puzzles in art, form hypotheses, and judge the adequacy of alternative hypotheses.
- 8.5.3 Analyze and defend positions on the nature of art and aesthetic issues such as forgery, censorship, beauty, and definitions of art.

CREATING ART: Studio Production

Standard 6

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students create artwork using expanded subject matter, media and techniques, and insightful observation. They evidence knowledge of contexts, values, and aesthetics when utilizing themes, symbols, and metaphors to communicate meaning. Students establish criteria for determining excellence in revising and refining artwork through self and peer critique, and they demonstrate mutual respect.

- 8.6.1 Create works of art based on insightful observation from real life and personal experience.
- 8.6.2 Demonstrate ability to utilize personal interests, current events, experiences, imagery, media, or methods as sources for expanding personal artwork.
- 8.6.3 Utilize themes, symbols, and metaphors that demonstrate knowledge of contexts, values, and aesthetics to communicate intended meaning in work.
- 8.6.4 Revise and refine artwork through reflection, analysis, synthesis, peer critique, and self-evaluation.
- 8.6.5 Examine and establish criteria for judging excellence in work and utilize in the revision and refinement process.
- 8.6.6 Demonstrate respect for personal work and the work of others.

Standard 7

Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

Students apply the elements and principles and distinguish varied lines, shapes, textures, colors, and space, and the use of balance, proportion, rhythm, variety, repetition, and movement in works of art. They utilize visual characteristics of given media and employ appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- 8.7.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work to effectively communicate ideas.
- 8.7.2 Identify and discriminate between types of lines (characteristics, quality), shape (geometric and organic), textures (tactile and visual), colors (primary, secondary, warm, cool, complementary, intermediates, neutrals, tints, tones, shades, and values), and space (background, middle ground, foreground, placement, one, two, and three-point perspective, overlap, negative, converging lines, positive, size, color), and the use of balance (symmetrical, asymmetrical, radial), proportion, rhythm, variety, repetition, and movement in own work and the works of others.
- 8.7.3 Selectively utilize the physical characteristics and expressive features of a given medium to enhance meaning in artwork.
- 8.7.4 Demonstrate appropriate use of various media, techniques, and processes to communicate themes and ideas in artwork.

The following recommended media and processes are appropriate for a grade band of Grade 6 through Grade 8:

DRAWING:

Media: pencils, colored pencils, markers, ink, chalks, crayons, oil pastels, charcoals, pastels, conte-crayon

Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling, one and two point perspective

PAINTING:

Media: tempera, watercolor, water-soluble oils, watercolor crayons; variety of surfaces, brushes and paint applicators

Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, dry brush, watercolor techniques of sponging, salting, and masking

PRINTMAKING:

Media: found objects, printing ink, polystyrene foam, stencil, textile ink

Processes: calligraphic, collograph, silkscreen, etching, embossing, relief (linocuts)

CERAMICS:

Media: modeling clay, pottery clay, clay substitutes, glazes, stains, paint

Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques, incising, sgraffito, wax resist, hand hewn

SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, sand, balsa, wire, foam, copper, foam core

Processes: carving, additive, subtractive, modeling, constructing, casting, enameling

FIBERS:

Media: cloth, yarn, batik wax and dyes, ribbon, found objects, paper, reeds, rope

Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry, tie-dye, trapunto, batik

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper

Processes: collage, bas-relief

OTHER MEDIA:

Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film

Processes: computer processes in various open source and commercial programs

- 8.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

INTEGRATED STUDIES

Standard 8

Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

Students demonstrate use of higher level cognitive skills and processes in the arts and other disciplines. They cultivate opportunities for aesthetic experience, exploring creative processes and innovation through synthesis of content and concepts in creation of artwork, cross-disciplinary projects, and performances that demonstrate in-depth knowledge and integration of processes, technology, and sign systems from multiple subject areas.

- 8.8.1 Analyze similarities between the use of skills and processes in art (problem solving, critical thinking, perceptual skills) and other subject areas, and analyze how integration of disciplines enhances learning.
- 8.8.2 Create artwork incorporating processes, skills, technology, or sign systems of multiple disciplines that communicates in-depth knowledge gained through integrated study.
- 8.8.3 Use multiple art forms to nurture aesthetic experience and create cross-disciplinary works or performances.
- 8.8.4 Explore creative processes and innovation, synthesizing content and concepts of the arts and other disciplines and reflect upon the impact of the experience through writing or discussion.

RESPONDING TO ART: History and Culture

Standard 1

Understand art in relation to history and past and contemporary culture

Students analyze artists' responses to historical events and societal trends and issues, relating to current trends and their influence on future developments in the arts. They analyze historical function, forms, and iconography in artwork. They develop portfolios, investigate educational and career opportunities, relate art experiences to broader life experiences, and support and utilize resources of the community.

- H.1.1 PROFICIENT: Identify connections between major world events and societal issues and the ways artists have responded to these through their work, reflecting a diversity of cultures and ethnicities.
ADVANCED: Hypothesize about future developments in the arts based on current social, political, economic, technological, environmental, and historical trends.
- H.1.2 PROFICIENT: Identify function in artwork and how it relates to the history, aesthetics, and culture of a work.
ADVANCED: Compare works of art for function and identify relationships in terms of history, aesthetics, and culture.
- H.1.3 PROFICIENT: Identify iconography in an artist's work or a body of work and analyze the meaning.
ADVANCED: Analyze how forms and icons have been appropriated and modified through the ages.
- H.1.4 PROFICIENT: Identify connections between visual arts education and potential job offerings in the community and beyond.
ADVANCED: Document and create a visual arts career plan based on portfolios, shadowing of an artist, and an investigation of educational possibilities.
- H.1.5 PROFICIENT: Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.
ADVANCED: Develop and refine a portfolio based on critiques by oneself, teachers, peers, and through research.
- H.1.6 PROFICIENT: Identify the knowledge and skills gained in art experiences that transfer to daily life.
ADVANCED: Identify the knowledge and skills gained in art experiences that transfer to daily life.
- H.1.7 PROFICIENT: Critique art experienced at local and state museums, exhibits, movie theaters, other arts-related establishments, public art, and digital resources, then analyze the effect of these experiences upon daily life.

ADVANCED: Critique art experienced at local and state museums, exhibits, movie theaters, other arts-related establishments, public art, and digital resources, then analyze the effect of these experiences upon daily life through writing or discussion.

H.1.8 PROFICIENT: Know the responsibilities of and the need for individual art patrons in the community.

ADVANCED: Identify service opportunities for supporting the arts in the community and become actively involved.

H.1.9 PROFICIENT Analyze impact of the arts community and culture on local, state, and national economies.

ADVANCED Research findings on the arts and economic development, from local and statewide impact studies to national reports.

Standard 2

Recognize significant works of art and the chronological development of art movements and historical periods

Students compare artwork from various time periods and cultures, analyzing influences on style. They place works on a timeline and examine them from an historical perspective.

H.2.1 PROFICIENT: Recognize and compare works of art, identifying them by artist, period, style, and geographic location.

ADVANCED: Analyze common characteristics of works of art and artifacts across time and among cultural groups to analyze and identify influences.

H.2.2 PROFICIENT: Identify stylistic characteristics in the works of an artist or movement and describe how style is influenced by the culture and time.

ADVANCED: Assign works to time-periods or movements based upon style.

H.2.3 PROFICIENT: Identify art and artifacts from major movements and time-periods and place them on a timeline.

ADVANCED: Analyze issues related to chronology and discuss or debate these issues in relation to historical perspective.

VISUAL LITERACY: Criticism and Aesthetics

Standard 3

Describe, analyze, and interpret works of art and artifacts

Students use appropriate terminology to analyze effectiveness of works of art based on established criteria. They utilize problem solving and critical inquiry in constructing insightful and well-supported interpretations.

- H.3.1 PROFICIENT: Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.
ADVANCED: Analyze how the visual organization of a work affects the communication of ideas and suggest alternatives, using appropriate terminology.
- H.3.2 PROFICIENT: Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context.
ADVANCED: Construct insightful, convincing interpretations of works of art by identifying problematic features, forming theories, and evaluating alternative theories.

Standard 4

Theorize about art and make informed judgments

Students apply theories of art and incongruities in theories when making informed judgments. They consider different responses to works of art and analyze challenges to their personal preferences, reading, comparing, and discussing views of various critics and aestheticians.

- H.4.1 PROFICIENT: Identify and apply theories of art when making informed judgments about works of art.
ADVANCED: Identify works of art that are not congruent with established art theories, and explore other theories that could explain them.
- H.4.2 PROFICIENT: Listen to and read alternative responses to works of art from peers, artists, and philosophers.
ADVANCED: Research puzzling works of art that challenge one's personal artistic preferences and identify personal criteria for judging excellence in art.
- H.4.3 PROFICIENT: Analyze the views of an aesthetician.
ADVANCED: Analyze and compare writings of aestheticians.
- H.4.4 PROFICIENT: Engage in critical reading, writing, and discourse to improve understanding of own work and that of others.
ADVANCED: Review and lead discussions about professional work within the art community.

Standard 5

Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

Students consider personal significance of works of art and aesthetic experience, making comparisons with peers, critics, and aestheticians and examining writings of aestheticians. They identify problems in works of art and examine related hypotheses. Students engage in philosophical inquiry into the nature of art and aesthetic issues.

- H.5.1 PROFICIENT: Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers, critics, and aestheticians.

ADVANCED: Reflect on the personal significance of aesthetic experience and examine the writing of aestheticians to defend a convincing argument on the role of aesthetic experience in life quality.

H.5.2 PROFICIENT: Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses.

ADVANCED: Demonstrate reflection and sustained attention to complex problems in works of art by articulating well-supported hypotheses and judging the adequacy of other hypotheses.

H.5.3 PROFICIENT: Engage in philosophical inquiry into the nature of art or aesthetic issues independently or with others.

ADVANCED: Engage in philosophical inquiry into the nature of art or aesthetic issues independently or with others.

CREATING ART: Studio Production

Standard 6

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students demonstrate skill in perception from real life to convincingly represent subject matter. They make informed choices and identify the origin, function, meaning, and value of symbols in personal work. Students exhibit advanced levels of analysis and refinement of work and utilize established criteria for judging excellence in portfolio quality work, demonstrating mutual respect.

H.6.1 PROFICIENT: Demonstrate skill in perception from real life (not photographs or flat imagery) to present convincing, accurately rendered objects or subject matter.

ADVANCED: Demonstrate skill in perception from real life (not photographs or flat imagery) to present convincing representation of objects or subject matter and demonstrate personal style.

H.6.2 PROFICIENT: Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces.

ADVANCED: Select subject matter, symbols, and ideas to communicate personal statements, and describe the origin of symbols and their value in artwork.

H.6.3 PROFICIENT: Identify the origin, function, and meaning of symbols and metaphors used in personal work.

ADVANCED: Appropriate symbols and metaphors from art and describe their origin, function, and value in personal work.

H.6.4 PROFICIENT: Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research.

ADVANCED: Finalize an artistic idea by demonstrating fluency, flexibility, elaboration, and originality.

H.6.5 PROFICIENT: Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work.

ADVANCED: Utilizing established criteria for judging excellence in artwork, create an exhibition of portfolio level work.

- H.6.6 PROFICIENT: Demonstrate respect for personal work and the work of others.
ADVANCED: Demonstrate respect for personal work and the work of others

Standard 7

Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

Students create works that demonstrate effective use and relationships of elements and principles, media, and function. They define and solve visual problems and communicate ideas in works that demonstrate refined skill and understanding of media and processes.

- H.7.1 PROFICIENT: Evaluate the effectiveness of elements and principles in works of art and use this evaluation to inform personal work.
ADVANCED: Create multiple solutions in works that demonstrate competence in producing effective relationships between elements, media, and function.
- H.7.2 PROFICIENT: Create works of art that use specific principles to solve visual problems.
ADVANCED: Create works that use specific elements, principles, and functions to solve problems and communicate ideas.
- H.7.3 PROFICIENT: Create artworks that demonstrate skill and understanding of different media, processes, and techniques.
ADVANCED: Begin, define, and solve challenging visual problems, demonstrating skill and in-depth understanding of media and processes.

INTEGRATED STUDIES

Standard 8

Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

Students analyze and synthesize ideas, issues, perspectives, principals, and techniques of multiple disciplines in creating artwork that communicates in-depth knowledge and understanding of the value of integrated study.

- H.8.1 PROFICIENT: Analyze characteristics of visual arts within a particular historical period or style with similar ideas, issues, or themes in other disciplines and demonstrate enhanced understandings of the historical period.

ADVANCED: Synthesize the creative and analytical principles and techniques of the visual arts and selected other disciplines and generate a product that demonstrates understanding.

H.8.2 PROFICIENT: Create works that communicate in-depth knowledge gained through the experience of integrated study.

ADVANCED: Create works that effectively communicate in-depth knowledge and understanding of a concept through integrated study.

H.8.3 PROFICIENT: Demonstrate an understanding of the process of integration through exhibition.

ADVANCED: Demonstrate an understanding of the process of integration through public performance.

GLOSSARY

This glossary includes terminology used in the 2008 revision of Indiana's Academic Standards for Visual Art and is not intended to be inclusive of all vocabulary pertaining to the visual arts.

Abstract

A style of art that does not show a realistic subject, usually transforming the subject into lines, shapes, and colors.

Aesthetic

Pertaining to the philosophically pleasing, beautiful, and emotional nature of man; also, a pattern of thinking so oriented.

Artifact

Object, usually simple, that reveals human workmanship and modification.

Balance

A principle of design that refers to the arrangement of the parts in an artwork to give a sense of overall equality in visual weight. Balance can be symmetrical, asymmetrical, or radial.

Color

An element of design that identifies natural and manufactured things as being red, yellow, blue, orange, etc., created by reflected light.

Complementary colors

Colors that contrast with each other and are opposite one another on the color wheel.

Emphasis

The principle of design that places greater attention on certain areas or objects in an artwork to create dominance, contrast, or a focal point.

Form

An element of design that is three-dimensional and encloses volume, such as a cube or cylinder.

Functional art

Art incorporated into the daily environment to fulfill a useful purpose.

Graphic novel

A type of comic book, usually with a lengthy and complex storyline similar to those of novels, and often aimed at mature audiences.

Intermediate colors

Colors that are mixtures of a primary and a secondary color next to each other on the color wheel such as blue-green or red-orange.

Line

An element of design that may be two-dimensional (pencil on paper), three dimensional (wire), or implied (the edge of a shape or form). Lines vary in width, length, direction, color, and degree of curve.

Movement

The principle of design that leads a viewer's eyes throughout a work of art.

Nonobjective art

Art that has no recognizable subject matter such as trees, flowers, or people. The actual subject matter might be color or the composition of the work itself.

Perspective

The method used to create the illusion of depth in two-dimensional art: overlapping, size, placement, detail, color, converging lines.

Primary colors

The colors of red, yellow, and blue that cannot be mixed from other colors, but from which other colors are made.

Proportion

A principle of design that refers to the size relationship of parts of an artwork to each other and to the whole.

Repetition

Lines, shapes, colors, or textures that are repeated throughout an artwork.

Representational art

Any artistic style in which objects or figures are easily identified.

Rhythm

A principle of design that creates a feeling of visual motion in an artwork by repetition of elements such as lines, shapes, or colors.

Secondary colors

The colors of orange, violet, and green made by mixing two primary colors.

Shape

An element of design that is an enclosed space, having only two dimensions. Shapes can be geometric (triangular, square, etc.) or organic (free form).

Space

An element of design that indicates areas around, above, below, between, or inside objects; positive space is the area occupied by an object, and negative space is the area surrounding an object.

Texture

The element of design that refers to the quality of a surface, both tactile and visual.

Unity

A principle of design that relates to the sense of oneness or wholeness in a work of art.

Value

An element of design that relates to the lightness and darkness of a color or tone.

Variety

A principle of design that combines elements to provide interest in an artwork.